**Metropolitan University - Bayamon**

**School of Social Sciences, Humanities and Communications**

**Department of Humanities**

**CODE**: ENGL 201

**TITLE**: Introduction to Literature

**LEVEL**: General Education

**REQUIREMENTS**: English 101-102, Engl.103-104

**DURATION**: One semester

**CREDITS**: Three Credits

**PROFESSOR**: Sally Everson

**CONTACT**: professorsallyeverson@gmail.com / leave message with receptionist at: 787-288-1100, or in *el buzón*.

**OFFICE HOURS**: M-W 8:00-9:00 am, 1:30 – 2:00 pm, T-R 8:00 – 9:00 AM, 12:00-2:00 PM, *5to Piso, Sala para desarrollo e investigación de Facultad*

**I. Course Description:**

This course is designed for those students who have completed the first year basic course of Eng. 101-102, Eng. 103-104.

This course offers an introduction to literary fiction and literary analysis through the study of literary genres. This course emphasizes the two major literary forms: short story and the novel. Through a selection of readings, students will be familiarized with formal elements of fiction and the basic tools for analysis of texts. Some of the types to be studied include traditional stories expressed as fable, fairy tale, legend, and myth, as well as the modern short story and the novel. The course aims to survey a variety of subgenres (historical fiction, realistic fiction, fantasy, mystery, science fiction) and contexts (historical, cultural, social, political, and economic). Contemporary emerging digital forms such as graphic fiction, micro fiction, fan fiction, and flash fiction will also be discussed and related to traditional genres and formats (textual and audio-visual).

**II. Course Justification:**

The purpose of this course is to provide the basic skills to understand and appreciate literary texts through myriad historical periods up to including the present era. Reading literary and popular fiction provokes critical thinking, helping students develop the necessary background knowledge to appreciate and evaluate contemporary cultural works of fiction.

**III. General Objectives:**

At the end of the course the students will:

1. Recognize and analyze short stories and a novel and various literary subgenres.
2. Read literary and popular fiction in English for pleasure and enjoyment.
3. Develop an awareness of the importance of literary genres and subgenres.
4. Develop an awareness of the deeper values and insights that critical reading offers.
5. Share analysis and insights about literary fiction in an informed manner.
6. Apply skills in this course to other subject fields and other types of texts or media.

**IV. Specific Objectives:**

By the end of the course the students will:

1. Identify and define elements of fiction:
   * 1. Title
     2. Plot
     3. Conflict
     4. Setting
     5. Action
     6. Dialogue
     7. Characterization
     8. Narrative point of view (narrative voice)
     9. Theme
     10. Figurative elements
         1. Tone
         2. Mood
         3. Style
         4. Symbolism
         5. Irony
         6. Allegory
         7. Unity
2. Identify the exposition, rising action, climax, falling action, and denouement of a story or novel.
3. Summarize the plot of a short story or novel
4. Determine the type of conflict in a short story or novel.
5. Determine and explain the setting in a short story or novel.
6. Determine whether action is episodic or chronological and identify any narrative techniques used (flashback, flashforward) in a short story or novel.
7. Distinguish the types of characters in a short story or novel such as protagonist, antagonist, and foil, as well as techniques of characterization.
8. Determine the point of view or narrative voice in a short story or novel.
9. Identify and explain a major theme, metaphor, motif, or symbolism in a short story or novel.
10. Determine if irony is present in short story or novel, and the type of irony if present (verbal, dramatic, or cosmic).
11. Determine if a story can be read as an allegory, and explain what the story allegorizes.
12. Analyze common elements in specific sub/genres of short stories and novels.
13. Read, summarize and analyze stories in writing and orally.
14. Discuss personal responses to stories in class and in writing on a personal Blog (electronic journal).
15. Apply literary analysis to contemporary texts such as TV shows, movies, videos, ads, video games, and songs.
16. Apply knowledge of genre and narrative development to emergent digital forms such as fan fiction, flash fiction, micro-fiction, and graphic fiction.
17. Research an emerging genre of fiction and prepare a Wiki page to share the information to class.
18. Read and analyze an emergent piece of fiction and present it to class orally.
19. Recognize the differences and similarities between popular and literary fiction.
20. Be aware of popular and emerging genres of fiction.
21. Identify own generic preferences in literary, popular and emerging fiction.
    1. Write an electronic journal (Blog) to share responses and analysis of texts with the class and the professor.
    2. Compare and contrast popular texts with literary texts in personal Blogs.
    3. Comment on other students’ Blogs about the texts.

**V. Competencies:**

The following competencies will be developed throughout the course:

1. Close and critical reading of a variety of texts.
2. Engaging new ideas found in texts and being aware of the different approaches to analyzing these ideas.
3. Creatively expressing oneself in writing using digital media (wiki, blog).
4. Reading and discussing various genres of fiction for enjoyment.
5. Working effectively in small groups.
6. Presenting ideas and information individually and in small groups.

**VI. Teaching Strategies:**

The following teaching strategies will be used throughout the development of the course:

1. Formal and mini-lectures and lecture/discussion.
2. Small and whole group discussion of reading selections.
3. Discussion of pre-reading and post-reading questions to foment reading  
   comprehension and critical analysis.
4. Use of graphic organizers to recall and analyze readings.
5. Cooperative learning activities and group assignments.
6. Guided and independent reading of selections.
7. Follow-up activities in pairs or in groups to reinforce reading and study skills
8. Use of digital slides and videos to illustrate concepts, reinforce vocabulary, and  
   encourage individual interest as well as group discussion.
9. Cooperative and individual writing of paragraphs and longer responses.
10. Use of online activities to enhance students' knowledge of the texts, authors, genre, and contexts.
11. View movies related to the assigned reading to encourage class discussion and facilitate writing activities.

*\*Acomodo razonable*

*Para garantizar igualdad en el acceso a la educación y demás servicios y en cumplimiento con la Ley ADA (1990), y el Acta de Rehabilitación (1973), según enmendados, la Universidad Metropolitana cuenta con la Oficina de Servicios a Universitarios con Necesidades Especiales. Todo estudiante que requiera acomodo razonable debe visitar esta oficina a la mayor brevedad. Se mantendrá la debida confidencialidad. Por favor notificar la profesora si tu tiene*

**VII. Students' Evaluation:\***

1. The Final grade will be distributed among the following assignments:

2 Exams (Midterm & Final) 30%

Quizzes (on readings and lecture material) 15%

In-class participation & assignments 10%

Project 1: Blogs- Critical Analysis & Response 15%

Project 2: PR Folk Literature Wiki Page & Present. 15%

Project 3: Pitching a New Genre Movie/Show 15%

*\*Evaluación diferenciada para estudiantes con necesidades especiales.*

1. Specific evaluation instruments (rubrics) will be used for blog writing, projects, and project presentations.
2. Final exam is mandatory.
3. Quizzes are given at the beginning of class, and some are timed. Some quizzes cannot be made up if missed. Always check with the professor as soon as possible.
4. Grades will be based on the following scale:

100-90 A 89-8 B 79-70 C 69-60 D 59-less F

1. Academic Honesty & Integrity Policy: Any work turned in for grading that is judged to be done by someone other than the student will receive a "0" and returned. The first time the student will be allowed to make up such work. The second offense for turning in work done by someone other than the student, based on comparison with individual work done in class and under the supervision of the professor, will receive a "0" and cannot be made up. For the third offense, the student will receive an "F" for the course and be reported to the Academic Dean or appropriate administrator.
2. Attendance: will be taken for all class meetings, but are not part of the student evaluation. Mere attendance does not count toward the final grade, but every class will have some kind of in-class assignment or task that will be evaluated and graded. Attendance and punctuality will be taken into consideration for borderline grades (59, 69, 79, 89) and for other situations such as incompletes or special make up work.
3. Incompletes: students may request an incomplete if they have completed a minimum of 50% of the coursework by the last day of class and had acceptable attendance and participation up until the student could no longer attend. All work on this syllabus must be completed within the timeframe established by UMET in the following semester; no assignments, exams, quizzes, or projects will be eliminated. The student is responsible for contacting the professor and completing all work in a timely manner.

**IX. Textbook:**

--No textbook is required. All materials and texts will be provided through the class Wiki and/or held on reserve in the library.

**X. Other Resources:**

1. Internet- This course requires internet activities which help students use the web for research, presentation, and collaboration. UMET has several computer laboratories and computers available in the library for student use.

Students will need:

a. An Email account: through UMET or a personal account (available free through yahoo.com, gmail.com, hotmail.com, etc);

b. A Wikispaces account: available free through www.wikispaces.com – to view and download the course materials and communicate with class and groups.

c. A blog account – available free through www.blogger.com.

d. Access to specific Internet sites, articles, and other materials: links will be provided through the class wiki, at: http://english201-umet.wikispaces.com/.

**XI. Attendance and Class Environment**

Students are required to attend all classes and actively and willingly participate. Students should arrive to class on time and prepared to work with materials, notebook and writing utensils. Gadgets and other electronic devices such as laptops, netbooks, tablets, smart phones, cell phones, IPODS or MP4 players must be shut off and put away unless required for course activities. If a student is waiting for an important call or message, please inform the professor at the beginning of class, and leave the room when receiving the call or message. The professor will ask a student who is habitually using cell phones, laptops or other gadgets to leave the classroom. Text messaging, web surfing, and social networking (i.e. FaceBooking, Texting, etc.) is inappropriate and rude in a classroom and will not be tolerated.

If a student is late to class, she or he should quietly join the class without interrupting the professor or other students. Any timed quizzes in progress will not be extended for late arrivals. Consult the professor at the end of the class or when appropriate to find out what was missed, and if quiz can be made up or not. Please do not interrupt class to ask about missed work.

Absences should be cleared with the professor. More than three absences (6 hours) may severely lower a student’s grade. Three late arrivals or early leaves will count as one absence. Any personal problems or extended illnesses that prevent attendance should be reported immediately to the professor to make proper arrangements for makeup work. It is the student’s responsibility to be sure any missed work has been completed. It is prohibited to have the attendance of children or others not registered in the class.

A healthy and respectful learning environment is the right of all students; any student who acts disrespectfully, disruptively, inappropriately, or otherwise impedes the flow of class will be asked to leave. Threatening, hurtful, demeaning, or abusive behavior will be reported to the proper authorities. This class will promote a healthy style of life free of drugs and alcohol. All students enrolled in this class are expected to succeed and will be encouraged to exceed its stated objectives.

**XII. Course Outline**

The following is a schedule of class activities. These dates are tentative and may change. Consult the class wiki and/or the professor for any missed classes.

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| Week 1 (Jan 18-19) | Greetings & Introductions: Professor, Students |
| Week 2 (Jan 23-26) | Introduction to course: syllabus, student profiles & expectations |
| Week 3 (Jan 30-Feb 2) | Syllabus: Reading & Discussion  Wiki workshop: getting an account, joining class wiki |
| Week 4 (Feb 6-9) | Lecture/discussion: Fiction –What is it? Why is it important to study?  Reading: “Cracked Pot” Traditional fiction |
| Week 5 (Feb 13-16) | Blog workshop: Project 1 Launch  Critical Reading  Lecture:: Rhetorical Analysis: Author, Text, Audience  Reading #1: Aesop’s “The Ant & the Grasshopper”  Assignment: Rhetorical analysis of an Aesop fable |
| Week 6 (Feb 20-23)\*  \*Feb 20 Presidents Day | Reading #2: Modern fable - "The Ant and the Grasshopper" by Geoffrey Grosshans  Lecture/Discussion: Characters in Fiction – Modern fables  Assignment: Character Analysis of a modern fable: “The Ant & the Grasshopper” by Geoffrey Grosshans |
| Week 7 (Feb 27-Mar 1) | Genre: Traditional Fairy Tales  Rhetorical analysis: Author, text, audience – fairy tales by Perrault  Reading #3: “Little Red Riding Hood” by Charles Perrault  Discussion: Story ending? Versions?  Lecture/discussion: Narrative structure – exposition, protagonist/antagonist, setting, conflict, rising action, climax, falling action or denouement, chronological sequence, flashback, flashforward, in medias res  Assignment – Complete a Plot Chart for Traditional fairytale: “Little Red Riding Hood” by Charles Perrault |
| Week 8 (Mar 5-8) | Lecture: Literary Elements: Voice, Figurative Language, Tone and Style. Tone, Imagery and Style in “The Company of Wolves”  Reading #4: Modern fairy tale: “The Company of Wolves” by Angela Carter OR Movie: “Red Riding Hood” (2011 )  Midterm Review: Rhetorical analysis, Genres: Fable & Fairy tale, Character analysis, Narrative Structure Analysis, Literary Elements: Voice, Figurative Language, Tone, Style |
| Week 9 (Mar 12-15) | Midterm Exam: Class in Computer Lab  Readings 1-4, identification & discussion, rhetorical analysis, character analysis, and narrative structure analysis, literary elements  Project 2 Launch: Emerging Fiction Wiki Page & Presentation (small groups 2-3, or individual) |
| Week 10 (Mar 19-22)\*  Mar 22 Abolition of Slavery Day | Lecture/Discussion: Legends  Reading #5: Traditional Legend: “Eleven Thousand Virgins” Cayetano Coll y Toste  Assignment – Complete Legend Chart for Reading 5. In class, due at end of class.  Lecture/discussion: Traditional Myths  Reading #6: “Hummingbird” or “Coqui” (Taino)  Assignment – Complete Myth Chart, in class - due at end of class |
| Week 11 (Mar 26-29) | Lecture/discussion: Historical Fiction  Reading #7: TBD  Assignment: Complete a Historical Fiction chart to hand at end of class  Project 1 Presentations: Literature Blogs |
| Week 12 (Apr 2-Apr 5) *Semana Santa* | Lecture/discussion: Science Fiction  Reading #8: Science Fiction story (TBA)  Assignment: TBA  Project 2 Presentations: Emerging Fiction Wiki pages |
| Week 13 (Apr 9-12) | Lecture/discussion: Modern short story: Realism  Reading #9: “I Want to Work” by Sherwood Anderson, OR “On the Outside” by August W. Derleth (TBD)  Project 3 Launch: Pitch for New TV/Movie |
| Week 14 (Apr 16-19)\*  Apr 16 Jose De Diego Day | Contemporary Novel:  Reading #10: When I was Puerto Rican by Esmeralda Santiago OR TBD  Rhetorical analysis: author, text, audience |
| Week 15 (Nov 21-24) | Discussion: Novel  Assignment: Analysis and Response to Novel |
| Week 16 (Nov 28-Dec 1) | Project 3 Presentations: New TV/Movie Pitches  Final Exam Review |
| FINAL EXAM | According to UMET Final exam schedule |